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ABSTRACT

Factors that influence satisfaction and retention of nontraditional students in graduate programs of education were studied. The study participants attended a major, midwestern university and consisted of three groups: 10 Hispanic graduate students (26-58 years old); 10 Anglo graduate students (29-43 years old); and graduate faculty teaching the 20 students. The Anglo sample was mostly younger than the Hispanic sample. For the Hispanic students, 3 to 34 years had elapsed prior to entering the doctoral program. Respondents rated 24 potential problems and obstacles that the students might encounter in graduate study, and ratings were made of five general categories of Maslovian personal needs: self-actualization, autonomy, esteem, social, and security. Problems rated most severe by Hispanic students concerned institutional and organizational aspects of graduate study life. The Hispanic students rated every problem as more serious to them than did the Anglo students. Six of the 10 Hispanic students were judged as having little chance for completion of their doctoral programs. The analysis revealed characteristics of students who were likely to be successful. Recommendations for the institution are included. (SW)

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A paper presentation during the 1985 Annual Meeting of the American Educational Research Association in Chicago, Illinois, on March 31-April 4, 1985.

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Factors Influencing Satisfaction of Non-Traditional Students with Mainstream Graduate Programs

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ABSTRACT: Non-traditional enrollees in mainstream university graduate programs encounter obstacles often not apparent to administrators, professors, and traditional students. Impediments to teacher education degree attainment and personal need satisfaction reported by Hispanic non-traditional students are discussed. Differing group ratings of 24 graduate program problems made by Hispanic students, Anglo students, and professors teaching those students are examined. Large differences in perceived Maslovian personal need satisfaction across the three groups are reported. Results suggest that Hispanic non-traditional students are in a state of relative deprivation vis-a-vis traditional Anglo peers; a condition not recognized by faculty. Additional research with other atypical groups - foreign students, Indians, Blacks, senior citizens - is encouraged.

OBJECTIVES: The recruitment and retention of non-traditional graduate students (students atypical with respect to ethnicity, age, language, previous schooling, nationality, and other factors) are matters of serious concern for administrators in universities serving mainstream regions and populations. Government agencies, private foundations, and university projects support graduate study by Hispanics, Blacks, Native Americans, and others. Bilingual Fellowship Programs in teacher education and the Graduate Professional Opportunities Program are examples of recent efforts to increase opportunities for advanced study by members of groups under-represented in graduate schools. Following on the recruitment of non-traditional students, however, comes new administrative challenges to provide effective counseling and relevant courses of study. This study examines factors which influence the degree of satisfaction and, less directly, the retention of non-traditional students enrolled in graduate programs in education.

Non-traditional students in mainstream universities often report obstacles, curricular intransigence, and personal frustrations not shared and often not recognized by the larger and more typical populations of Anglo students on the same campuses. The broad research objective of this study was to identify specific problems and unmet needs that impede graduate degree attainment in a large mainstream university by one group on non-traditional students - older Hispanics

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distantly removed in time from previous schooling. A second objective was to contrast the perceptions of problems and needs of non-traditional students with corresponding perceptions obtained from graduate program professors and from Anglo graduate student peers. Specific research questions to be addressed were:

A. Regarding 24 potential problems and obstacles identified by previous research:

1. Which problem areas are perceived as most troubling by Hispanic, non-traditional students and traditional Anglo students?

2. To what extent do problem perceptions of these two graduate student groups overlap or differ?

3. Are the perceptions of graduate faculty congruent with those of this non-traditional student group regarding particular difficulties the latter encounter in graduate programs?

B. Regarding five general categories of Maslovian personal needs (Self-Actualization, Autonomy, Esteem, Social, and Security):

4. Do Hispanic non-traditional and Anglo traditional student and graduate faculty groups differ in relative perceptions of the importance of these needs, the degree to which students' needs are actually satisfied in university graduate programs, and the degree to which these needs ought to be satisfied by such programs?

5. Regardless of group membership, do persons participating in this study feel that certain need categories are more important, better satisfied, or ought to be better satisfied by university programs than is the case for other need categories?

6. Do differing relative perceptions of certain needs also differ as a function of membership in Hispanic or Anglo student or graduate faculty groups?

C. What study variables relate to retention of Hispanic non-traditional students until successful program completion?

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PERSPECTIVES: The motive underlying recruitment of non-traditional graduate students has been to eradicate educational inequities by facilitating the realization of mainstream educational goals by students whose circumstances and life experiences differ from the backgrounds of the typical student groups whom the educational organizations were, in fact, originally designed to serve. The extent to which such egalitarian approaches are successful, depends first upon the acceptance of and desire to achieve mainstream goals on the parts of non-traditional students in mainstream universities. A second factor influencing graduate program success concerns the willingness and capacity of the educational institution to identify and remediate institutional, curricular, life experience, previous schooling, age, and cultural barriers which handicap non-traditional students and hinder degree attainment.

Factors which threaten the success of non-traditional students in postsecondary programs are not limited to specific "objective" problems such as quality and recency of previous schooling, financial status, or even to more subjective but still specific problems such as separation from family, absence of cultural supports, or even occasional encounters with prejudice or social insensitivity. When persons spend good portions of their lives within an institution, the efficiency of that institution cannot be measured simply in terms of input-output product relationships. There must be an attempt to assess the institutional environment in terms of its capacity to meet a spectrum of individual personal needs. Thus, in addition to examination of specific problem areas, this study is also concerned with the degree to which graduate education programs meet basic personal needs of conventional Anglo students and older Hispanic recipients of graduate program fellowships.

DESCRIPTION OF THE SAMPLE: Participants in this study were enrolled in the School of Education at a major, mid-western university with nationally respected graduate courses of study. Three groups of ten persons each were selected (N=30): (A) older Hispanic graduate students well removed in time from previous schooling; (B) younger Anglo graduate student peers, (C) and graduate faculty teaching the twenty students in Curriculum and School Administration graduate programs.

The graduate program faculty members participating in this study were persons centrally involved in the doctoral program planning and approval process for the two student groups and were instructors in courses represented by those programs. All ten were or had served as department chairpersons. All were male, Anglo, and married with families living in the University community. Nine faculty members were full professors; nine had been with the University for more than ten years; and nine spoke no Spanish.

The Anglo student sample consisted of 6 women and 4 men ranging in age at entry to their doctoral programs from 29 to 43 years (only 2 were

older than 39). All had earned Bachelors degrees between the ages of 21 to 24 and all spoke English as their native language. Seven of these students were married and lived with their families in the University community during their programs.

All ten Anglo students participated in graduate assistantship activities while enrolled. Over a five year period beginning three years prior to the present study, eight students completed doctoral programs and graduated. At the time of this writing, one student is presently completing a dissertation. The remaining Anglo student accepted a job outside education and is presently inactive in the doctoral program.

The Hispanic student sample represents a study in contrasts. This group consisted of 8 women and 2 men ranging in age at entry to the program from 26 to 58 years (median = 42 years). These students had completed baccalaureate degree programs over long periods of time in small regional institutions with non-research missions. From 3 to 34 years had elapsed (median = 10 years) prior to doctoral program entry. Eight students had earned Masters degrees 2 to 14 years prior to entry (median = 5 years) while 2 students completed their Masters degrees within 2 years after admission to the program. Prior teaching experience for this group ranged from 0 to 21 years around a median of 9 years. Nine students spoke Spanish as their native language. Eight Hispanic students were married but only two were accompanied by their spouses while enrolled in the University. The number of children per student ranged from 0 to 5 about a median of 2. However, of the total of 19 children of students in this sample, only 1 child was under 10 years of age, 11 children were aged 10 to 20 years, and 7 were 20 or more years old.

Although the level of financial assistance received by Hispanic students approximated that received by the Anglo student sample, only three Hispanic students participated in graduate assistantship activities during their programs. Over a five year period beginning three years prior to the present study, the doctoral program experiences for the Hispanic sample varied widely. Three students dropped out of the program. Seven students completed doctoral coursework. At the time of this writing, only one student has earned a doctorate and only three other students appear to have a good chance to complete their dissertations and graduate.

Based upon the above data and other information, the Hispanic student sample in this study is non-traditional in a number of ways, including tendencies to:

1) Earn Bachelors degrees at older ages.

2) Start doctoral programs at older ages.

3) Have been born and raised in areas culturally different and economically disadvantaged in comparison with the University community where they find themselves as students.

4) Be returning as students from relatively high status professional positions in their home communities.

5) Speak a native language other than English.

6) Have studied at a number of higher education institutions (especially during baccalaureate work).

7) Have studied at relatively less prestigious colleges and universities.

8) Enter doctoral programs alone, leaving family, friends, and familiar cultural supports for the duration.

9) Have difficulties forming new friendships and cultural attachments in the mainstream Anglo University environment

INSTRUMENTATION: A preliminary study had been conducted prior to the present study in which 15 Hispanic graduate students identified and rank-ordered 30 potential problems in terms of their seriousness as impediments to the attainment of the students' graduate goals. Based on these preliminary findings, the 24 most highly ranked problems were utilized in this study. The new groups of 10 Hispanic non-traditional students and 10 traditional Anglo students in the present study were asked to rate these 24 problems on 1-6 Likert scales in terms of their seriousness for the responding student and for his or her respective peer group. The sample of 10 graduate faculty members also rated the 24 problems in terms of their personal perceptions of the seriousness of each problem for Hispanic graduate students.

In addition, a modified version of an instrument developed by H.W. Porter (1963) to measure personal need fulfillment in an organizational setting was administered to each of the three groups. This instrument contains 13 statements of personal needs and asks respondents to rate on 1-6 Likert scales: (A) the IMPORTANCE he or she personally placed on that need; (B) the degree to which that need was ACTUALLY SATISFIED by the institution, organization, and/or local culture in which the individual is embedded; and (C) the degree to which that need ought to be IDEALLY SATISFIED by the embedding organization or environment. Scoring the Porter instrument provides 5 need dimensions: Self-Actualization, Autonomy, Esteem, Social, and Security; and 3 measures of each need: Importance, Actual Satisfaction, and Ideal Satisfaction.

ANALYSIS AND INTERPRETATION: Table 1 presents summary data for the portion of the study concerned with the 24 specific potential problem areas. The problems are listed in order of perceived severity by Hispanic students. The five problems rated most severe by this group all have to do with institutional and organizational aspects of graduate student life and are matters which could be addressed directly by administrative and academic program planning.

Insert Table 1 about here

A two way, fixed effects, repeated measures, multivariate analysis of variance with subjects nested within the 3 levels of GROUP and crossed with the 24 PROBLEM AREAS was carried out on the ratings. Results for this analysis are presented in Table 2. Mean rating differences between GROUPS across all PROBLEM AREAS were highly significant ($F_{2,37} = 33.90$, $p < .001$). Univariate tests for GROUP effects in each PROBLEM AREA were also significant for all areas except "Preference for personal rather than institutional supports" (Table 1). The main effect for PROBLEM AREA and the GROUP by PROBLEM interaction were not statistically significant.

Insert Table 2 about here

The sources of the GROUP effect were the large differences between Hispanic non-traditional and Anglo student groups especially and between Hispanic students and Graduate Faculty. The mean difference between Hispanic and Anglo Student ratings of problems was over 2 points on the 6 point Likert scale. Without exception, the Hispanic students rated every problem as more serious to them than was the case for the Anglo students. Correlation between Hispanic and Anglo mean perceptions (ratings) of these 24 problem areas was low ($R_{HA} = .359$). Graduate faculty and Anglo student agreement was not significant ($R_{AF} = .256$) and correspondence between faculty and Hispanic student groups was non-existent ($R_{HF} = .003$). Spearman rank order correlations between group mean problem ratings were also computed, yielding similar results ($R_{s,HA} = .379$; $R_{s,AF} = .246$; $R_{s,HF} = -.(0[illegible]8)$.

The data collected by the Porter needs fulfillment instrument was also analyzed using a fixed effects, multivariate analysis of variance with repeated measures model. The sampling design included the 3 groups in the study; the design on the measures included the 5 need dimensions and the 3 ratings of each need. The Graduate Faculty group was asked only to respond the the Porter scales for Importance and degree of Actual Satisfaction. This feature necessitated two separate multivariate analyses: one with 5 Needs, 3 Groups, and 2 measures and one with 5

Needs, 2 Groups, and 3 measures. The following discussion summarizes the results presented in Tables 3 and 4 for both of these analyses. Figure 1 presents the summary data for this part of the study and reference to this figure should clarify the interpretation of the statistical effects of the model.

Insert Figure 1 and Tables 3 and 4 about here

The main effect for GROUP was statistically significant; the main effect for NEEDS and the GROUP by NEEDS interactions were not significant. Univariate tests revealed the sources of significant group differences were the IMPORTANCE and ACTUAL SATISFACTION variables. No differences were found between Hispanic and Anglo student groups for the degree to which these needs ought to be IDEALLY SATISFIED. The two student groups felt all needs were more important than did the Graduate Faculty. On the other hand, the Anglo students felt these needs were actually being met more so than did the faculty and much more so than did the Hispanic non-traditional students.

The differences between the measures were found to be highly significant as well. Regardless of GROUP or NEED, there was little difference between ratings for IMPORTANCE and IDEAL SATISFACTION. However, a large difference exists between the actual degree to which needs were reported satisfied and both the personal importance of those needs and the degree to which they ought to be satisfied. IMPORTANCE and IDEAL SATISFACTION correlated very highly within GROUPS and NEEDS ($R_{I,Id}$ = .800); neither correlated at all with ACTUAL SATISFACTION ($R_{I,A}$ = -.083, $R_{Id,A}$ = -.004). It was also found that the difference between ACTUAL SATISFACTION and both IMPORTANCE and IDEAL SATISFACTION also differed significantly across GROUPS: the discrepancy being most strongly indicated by Hispanic students, less so by Graduate Faculty, and practically non-existent for Anglo students.

These effects are readily apparent in Figure 1. Group effects for each variable and need are plotted as connected lines. Using SELF-ACTUALIZATION as an example, Hispanic and Anglo student groups agreed closely on the importance of this area and also agreed that these needs should be satisfied in graduate programs of study. However, the differences between these groups in terms of the reported degree to which each felt such needs were actually being met is remarkable. Effects for differences between the measures are represented in Figure 1 by the distance between the plots within each need area. Although little difference is noted for ratings of IMPORTANCE and IDEAL SATISFACTION, large differences are apparent between both of these variables and ACTUAL SATISFACTION. However, the discrepancy between these latter differences for Hispanic and Anglo students, favoring the latter group, is clear in the figure.

RETENTION EFFECTS: As noted previously, six of the ten Hispanic students can e classified as having little chance for completion of their doctoral programs. For exploratory purposes, several discriminant analyses were computed using demographic data, problem area ratings, and Porter instrument scale scores. Without surprise in view of the small sample, these analyses generated discriminant functions which correctly classified 100% of the cases based on relatively few subsets of the variables in the study. The results are interesting, however, and are offered as a potential basis for further study of retention factors.

The best analysis classified the successful and unsuccessful Hispanic students with a separation F-ratio of 537.64 (dfs=1,8; $p < .002$). The profile of a successful student was, relatively speaking, a person who:

1) Was living with a spouse.

2) Felt that autonomy needs were being satisfied within the doctoral program.

3) Felt the faculty insensitivity was a definite problem.

4) Felt transient bilingual staff was a definite problem.

5) Was not worried about any loss of professional authority or decision-making ability.

6) Preferred personal to institutional supports.

7) Was not worried by unrealistic expectations of other persons.

Other variables with discriminatory power indicated that successful students tended to be those who:

8) Rated autonomy needs as relatively less important.

9) Rated social needs as relatively more important.

10) Felt that self-actualization needs were being met within the doctoral program.

11) Were older upon entry to the program.

12) Had no children.

IMPLICATIONS AND RECOMMENDATIONS:

The most serious limitations to the present study are the small sample sizes and the extent to which findings and implications based on Hispanic doctoral students in education generalize to other groups of non-traditional students enrolled in other mainstream graduate programs. Nevertheless, based on this study and other literature in the field, a number of implications and ideas deserve consideration. Non-traditional graduate enrollees need more and better ways to frame their personal goals and expectations relative to their pursuit of advanced degrees. Interviews and surveys can help bridge the perception gap between non-traditional students and key faculty members in graduate programs. Course catalogs and program checklists are not enough.

For example, many non-traditional students may have little interest in knowledge generation, fundamental research, or theoretical bases for programmatic action. These topics, however, are at the core of most traditional graduate programs. Universities tend to rely too much on "documents" of various sorts to convey the content and activity of particular graduate programs. Structured interviews with professors and with graduate students currently enrolled in programs of study could help non-traditional students make better decisions about entering such programs. Alternatively, university departments might consider the assignment of a brief, well-defined research paper to be submitted prior to the final admission decision. This paper could give indications of an applicant's scholastic ability, writing ability, and general motivation and determination to enter a program.

Once non-traditional students are admitted to a course of study, there would appear to be many things a college or department could do to encourage these students. For instance, a professor mentor and an advanced doctoral student mentor could be provided for a group of non-traditional students. These mentors could provide counseling about courses, professorial teaching styles, program options, course sequencing, and support services available at the University. Counseling activities are particularly important for non-traditional student groups. Frequent conferences regarding academic progress are need throughout semester periods. End of semester grades are too final and too late to serve as indicators for when assistance is needed.

Department directors of graduate study and associate deans for graduate affairs could make particular efforts to reach and include non-traditional students in social, academic, and professional activities which foster collegiality and friendship among the faculty and student body. More attention could be given to the multicultural strands which permeate most courses in education and the social sciences. Universities have untapped resources in the cultural plurality of the student body and could utilize non-traditional graduate students in instructional and service-oriented activities on and off campuses to enrich the content of many courses and field projects.

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Many difficulties encountered by non-traditional students can be traced to faculty attitudes and expectations. Some faculty inservice education is necessary relative to the culture, aspirations, learning styles, and life experiences of any major group of non-tradition students recruited for the University. In this situation, it is not just the enrollee who must change, reform, and study. The institution and the instructional staff also have obligations to learn about the learner.

Efforts should be made to provide some non-traditional instructors for non-traditional enrollees (e.g., persons of the same ethnic group). These students can benefit greatly from role models who have successfully completed similar programs of study. If the non-traditional student group speaks a common language, program planners should make efforts to offer at least one course per year taught in that language. Professor-mentors and graduate student-mentors should also speak that language.

Finally, departments and program faculties need to reconsider whether every student must write a dissertation to obtain a degree. An alternative which might be particularly attractive to some non-traditional students in education would be an assignment to implement, monitor, evaluate, and document a innovative model program or project in schools or colleges within their home cultures and communities. Such professional activities are as much if not more a part of professional life after graduation than is basic research. In summary, universities need to explore the possibilities of non-traditional programs if they intend to recruit and train groups of non-traditional graduate students.

SUMMARY: With respect to the data concerning problems and basic personal needs discussed in this study, Hispanic non-traditional students in graduate programs in mainstream universities find themselves in a state of relative personal deprivation in comparison to their Anglo peers; a condition, it should be added, not fully appreciated by graduate faculty. Follow-up studies to determine if graduate student "satisfaction patterns" for Native Americans, Blacks, foreign students, economically poor, etc. are similar in other large mainstream universities would be useful and should attract the attention, influence the planning, affect the teaching, and influence the interaction patterns of university recruitment/admissions personnel, curriculum designers, departmental chairpersons, faculty counselors, and teaching professors.

Administrators in institutions with expanding non-traditional graduate enrollments need to be aware of and take steps to counter the effects of transferring enrollees from one set of life circumstances to another. It is often assumed that heterogeneous students accept an share common institutional program goals, objectives, and curriculum. Though not directly addressed by this study, evidence indicates that this is not necessarily the case. [The foremost problem for the Hispanic

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non-traditional students (rated 5.8 on a 6 point scale) concerned lack of congruence between actual and desired graduate programs.) Institutions need to be prepared to work with non-traditional students, not only to solve particular problems and remove specific obstacles but also to identify, articulate, and plan to realize appropriate long-range goals and objectives. In so doing, the institution and faculty should assist students who are not yet adept in deriving personal satisfactions from strange surroundings, academic rules and procedures, or from traditional graduate courses of study. Curriculum revision plus counseling innovations appear to be necessary supplements to the recruitment of non-traditional students.

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TABLE 1.

Mean ratings of 24 potential problem areas by Hispanic Student, Anglo Student, and Graduate Faculty groups.

Potential Problems Areas	Hispanic Students (N=10)	Anglo Students (N=10)	Graduate Faculty (N=10)	Total Sample (N=30)	F-Ratios dfs=1,27
Little congruence tix actual and desired doctoral progras	5.80 (.42)	2.80 (1.81)	4.50 (1.08)	4.37 (1.73)	14.65 p<.001
Repercussions from University grades and grading systems	5.70 (.48)	2.70 (1.57)	3.80 (1.14)	4.07 (1.68)	17.37 p<.001
Institutional red-tape and slow response	5.70 (.67)	3.60 (1.58)	3.90 (1.37)	4.40 (1.54)	8.03 p<.002
Insensitivity of many University professors	5.70 (.67)	2.90 (1.91)	3.90 (.99)	4.17 (1.72)	11.84 p<.001
Low academic prestige of bi-lingual & multicultural progras	5.60 (.70)	2.50 (1.78)	4.20 (1.32)	4.10 (1.83)	13.42 p<.001
Felt loss of professional productivity while a student	5.50 (.71)	3.30 (1.95)	4.60 (1.07)	4.47 (1.59)	6.74 p<.004
Financial shortages	5.40 (.84)	4.90 (1.10)	4.00 (1.05)	4.77 (1.14)	4.98 p<.014
Under-utilization of the Spanish language	5.40 (.84)	1.70 (1.49)	3.70 (1.06)	3.60 (1.90)	25.30 p<.001
Loneliness	5.30 (.67)	2.10 (1.45)	4.10 (1.73)	3.83 (1.88)	14.14 p<.001
Loss of professional authority and decision-making capability	5.30 (1.06)	3.40 (1.51)	4.50 (.97)	4.40 (1.40)	6.30 p<.006
Multiple and conflicting personal roles	5.10 (1.29)	3.50 (1.58)	4.00 (1.05)	4.20 (1.45)	3.82 p<.035
Faculty & other students resent bilingual funding and progras	5.10 (1.29)	1.50 (.71)	2.60 (.70)	3.07 (1.78)	38.61 p<.001
Separation from Latino friends and confidants	5.10 (1.10)	2.30 (1.77)	4.30 (1.64)	3.90 (1.90)	8.90 p<.001

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TABLE 1. (cont.)

Potential Problems Areas	Hispanic Students (N=10)	Anglo Students (N=10)	Graduate Faculty (N=10)	Total Sample (N=30)	F-Ratios dfs=1,27
Absence of Latino cultural conditions and supports	5.00 (.94)	1.80 (1.14)	4.00 (1.41)	3.60 (1.77)	19.24 p<.001
Sense of delayed gratification and postponed rewards	5.00 (1.05)	2.70 (1.89)	3.70 (1.16)	3.80 (1.67)	6.63 p<.005
Uncertainty about professional and academic goals	4.90 (1.60)	2.80 (1.55)	4.40 (1.07)	4.03 (1.65)	5.92 p<.007
Burdens caused by unrealistic expectations of others	4.90 (1.60)	1.80 (1.32)	4.90 (1.45)	3.87 (2.05)	15.07 p<.001
Stress and strain on marriage relations	4.80 (1.87)	3.30 (1.64)	4.60 (1.26)	4.23 (1.70)	2.55 p<.096
Repression of feelings and beliefs	4.70 (1.25)	2.40 (1.58)	3.70 (1.06)	3.60 (1.59)	7.71 p<.002
Unrealistic educational goals	4.60 (1.78)	2.40 (1.78)	4.30 (1.34)	3.77 (1.87)	5.27 p<.012
Being the target of occasional racism	4.50 (1.43)	2.40 (1.65)	3.80 (1.23)	3.57 (1.65)	5.46 p<.010
Transient University bilingual staff	4.50 (1.96)	1.60 (1.26)	4.00 (1.15)	3.37 (1.94)	10.66 p<.001
Preference for personal rather than institutional supports	4.40 (1.43)	3.10 (1.37)	4.10 (1.45)	3.87 (1.48)	2.31 p<.119
Heterogeneity of Latinos on campus	4.20 (1.69)	1.70 (1.06)	4.10 (.88)	3.33 (1.69)	12.70 p<.001
GROUP AVERAGES:	4.69 (.51)	2.63 (.93)	4.07 (.47)	3.93 (1.21)	

TABLE 2.

Repeated measures ANOVA results on ratings
for the 3 GROUPS and 24 PROBLEM AREAS

Effect	dfs	MVF	p <
GROUP	2,27	33.90	.001
PROBLEM AREA	23,5	2.58	.148
GROUP * PROBLEM AREA	10,46	1.63	.205

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TABLE 3a.

MANOVA results for Model I and original measures.

3 Groups: Hispanic and Anglo Students and Graduate Faculty
5 Needs: Self-actualization, Autonomy, Esteem, Social, and Security
2 Measures: Importance and Actual Satisfaction

Effect	dfs	MVF	p <
GROUP	4,52	7.97	.001
Importance	2,27	14.92	.001
Actúal Satisfaction	2,27	3.22	.056
NEEDS	8,20	4.24	.004
Importance	4,24	8.07	.001
Actual Satisfaction	4,24	3.81	.016
GROUP * NEEDS	16,40	.81	.663
Importance	8,48	1.33	.253
Actual Satisfaction	8,48	.35	.940

TABLE 3b.

ANOVA results for Model I and differences between Importance and Actual Satisfaction.

Effect	dfs	MVF	p <
GROUP	2,27	5.87	.008
NEEDS	4,24	.72	.588
GROUP * NEEDS	8,48	.51	.843

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TABLE 4a.

MANOVA results for Model II and original measures.

2 Groups: Hispanic Students and Anglo Students
5 Needs: Self-actualization, Autonomy, Esteem, Social, and Security
3 Measures: Importance, Actual Satisfaction, and Ideal Satisfaction

Effect	dfs	MVF	p <
GROUP	3,16	3.06	.058
Importance	1,18	4.68	.004
Actual Satisfaction	1,18	4.78	.042
Ideal Satisfaction	1,18	.70	.415
NEEDS	12,7	2.51	.114
Importance	4,15	7.10	.002
Actual Satisfaction	4,15	2.42	.095
Ideal Satisfaction	4,15	4.12	.019
GROUP * NEEDS	12,7	.75	.682
Importance	4,15	2.51	.086
Actual Satisfaction	4,15	.53	.713
Ideal Satisfaction	4,15	.74	.582

TABLE 4b.

MANOVA results for Model II and differences between the measures.

Effect	dfs	MVF	p <
GROUP	2,17	3.96	.039
Imp - Actual Satisfaction	1,18	7.49	.014
Imp - Ideal Satisfaction	1,18	.87	.363
NEEDS	8,11	4.00	.018
Imp - Actual Satisfaction	4,15	1.26	.381
Imp - Ideal Satisfaction	4,15	3.67	.028
GROUP * NEEDS	8,11	.58	.778
Imp - Actual Satisfaction	4,15	.12	.972
Imp - Ideal Satisfaction	4,15	.84	.521

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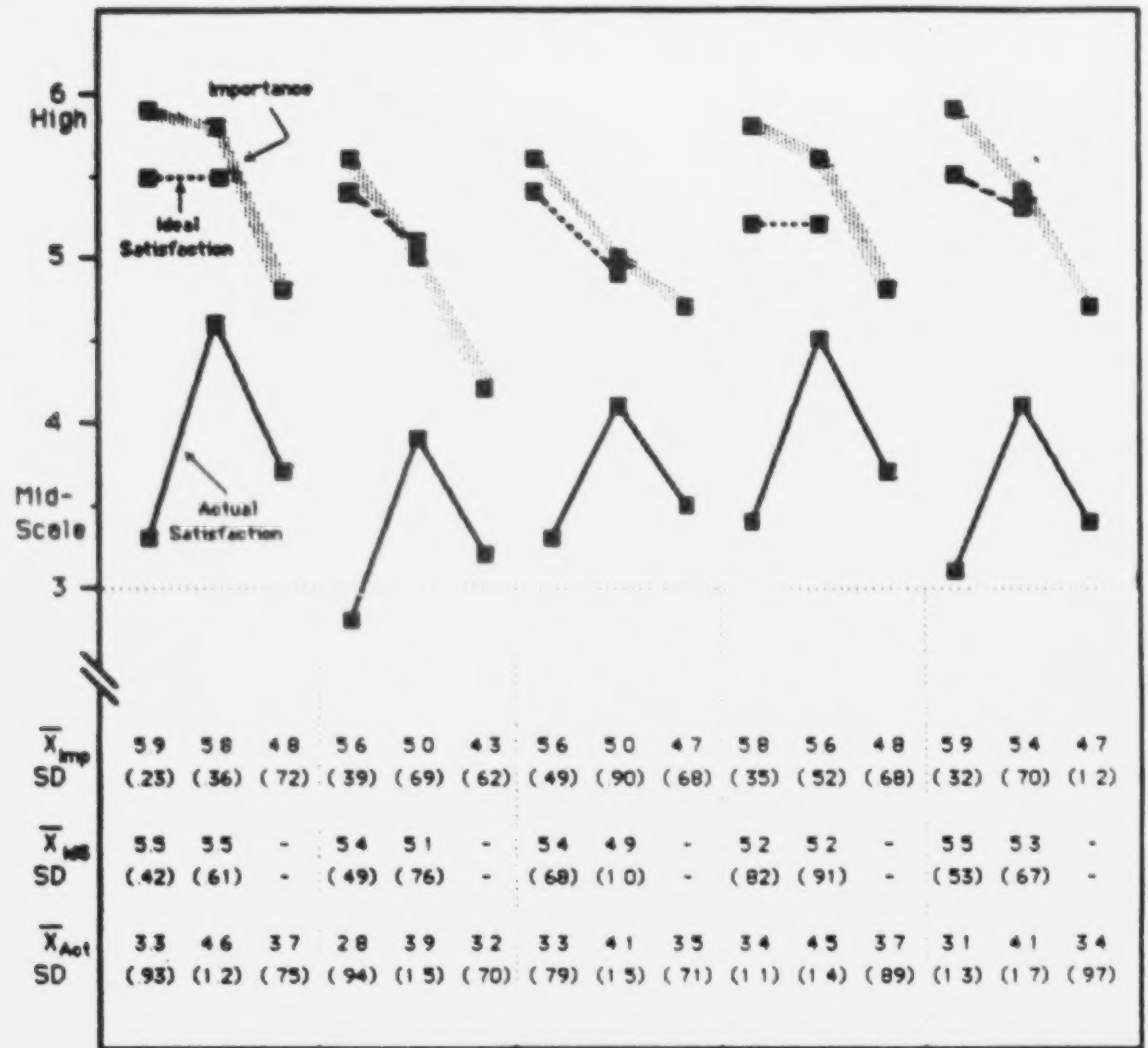
FIGURE 1

Mean ratings of importance, degree of ideal satisfaction, and actual satisfaction of 5 Need dimensions by Hispanic and Anglo student and Graduate Faculty groups.



	Self-Actualization			Autonomy Needs			Esteem Needs			Social Needs			Security Needs		
Group =>	H	A	F	H	A	F	H	A	F	H	A	F	H	A	F
$\bar{X}_{imp}$	5.9	5.8	4.8	5.6	5.0	4.3	5.6	5.0	4.7	5.8	5.6	4.8	5.9	5.4	4.7
SD	(.23)	(.36)	(.72)	(.39)	(.69)	(.62)	(.49)	(.90)	(.68)	(.35)	(.52)	(.68)	(.32)	(.70)	(1.2)
$\bar{X}_{ideal}$	5.5	5.5	-	5.4	5.1	-	5.4	4.9	-	5.2	5.2	-	5.5	5.3	-
SD	(.42)	(.61)	-	(.49)	(.76)	-	(.68)	(1.0)	-	(.82)	(.91)	-	(.53)	(.67)	-
$\bar{X}_{Act}$	3.3	4.6	3.7	2.8	3.9	3.2	3.3	4.1	3.5	3.4	4.5	3.7	3.1	4.1	3.4
SD	(.93)	(1.2)	(.75)	(.94)	(1.5)	(.70)	(.79)	(1.5)	(.71)	(1.1)	(1.4)	(.89)	(1.3)	(1.7)	(.97)

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